Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1	
San Felipe Del Rio CISD	1741694073	PO Box 428002	
Mailing address line 2	City	State	ZIP Code
Administration Office	Del Rio	TX	78842-8002
County-		US Congressional	
District # Campus number and name	ESC Region #	District #	DUNS #
233901	XV	23	069452118

Primary Contact

First name	M.I.	Last name	Title
Yanakany		Valdez	Chief Financial Officer
Telephone #	Email address		FAX #
830-778-4005	Yanakany.valdez@sfdr-cisd.org		830-775-3844

Secondary Contact

First name	M.I.	Last name	Title
Telephone #	Email address		FAX #

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Carlos	H.	Rios	Superintendent of Schools
Telephone #	Email address		FAX #
830-778-4007	Carlos.rios@sfdr-cisd.org		830-774-9840
Signature (blue ink preferred)			Date signed
			1/23/2014

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

San Felipe Del Rio Consolidated Independent School District (SFDRCISD, "District") serves the educational needs of the Del Rio community and the greater Val Verde County in South Texas. Because of our rural and remote location, our community has limited access to institutions of higher learning and their teacher certification programs. Although we have an extension of Sul Ross State University in our community, the number of certified, teaching graduates in key, critical-need areas is limited. Our community is approximately three hours from the nearest airport and does not have the traditional passenger modes of transportation (bus and rail) both in and out of our community. As a result of our isolated geographic location, SFDRCISD has been unable to attract outside certified teachers. Our District has historically lacked certified teachers in the key, critical-need areas of Math, Science, Special Education, and Bilingual/ English as a Second Language (ESL); and this history is compounded by the high turnover rates within our local teaching ranks. Adding to the concerns of having limited access to certification programs and of the difficulty attracting certified teachers who are not native to Del Rio, is the limited access to ongoing quality professional development for our teachers. A clear indication of our limited staff development is the absence of an aligned Early Literacy system or program, which makes it common to see variances of two or three early literacy approaches within the same grade level. Nonetheless, we are determined to improve the quality of education provided to each of our students by upgrading the knowledge and the performance of the District teachers through the SFDR Educator Excellence Innovation Program (SFDR EEIP).

We propose to use funds obtained through the SFDR EEIP Initiative to establish a local, self-sustaining process for staff development and pathways that promote certifications in our key, critical-need areas. Our efforts will primarily focus on providing the following: (A) structured professional pathways for our teachers who will serve in hard-to-fill areas such as secondary-level Math and Science, Special Education, and Bilingual/ESL; (B) ongoing job-embedded staff development designed to develop teacher skill sets in creating rigorous lessons and lesson plans; (C) mentoring for novice teachers that is essentially an extension of the job-embedded staff development to ensure success and longevity in the profession; (D) identifying successful classroom teachers who are willing to follow a career pathway conducive to various leadership positions; and (E) coupling the development of local talent with aggressive recruitment efforts.

This school year we have already experienced some success in implementing professional pathways conducive toward certification in key, critical-need areas. For example, in August 2013, the Board of Trustees approved a policy that requires middle school Math teachers, who currently hold a grade 4-8 Generalist certification, to obtain at a minimum, a grade 4-8 Math certification within one year of being hired. To support and promote their efforts, the District provided "summer academies" where teachers received necessary training to pass their Math certification exams and, as a result, seven teachers passed the grade 4-8 Math certification exam. We are anxious to expand upon this program by locally developing the Math knowledge of these same teachers so that they can successfully pass the grade 6-12 Math certification exam. Additionally, we propose to expand opportunities by providing tuition paid summer Math college courses along with test preparation material and seminars. Through the SFDR EEIP Initiative we intend to concurrently develop and implement a similar pathway for Science certifications and Bilingual/ESL certifications. In addition, with local funds we intend to provide incentives in the form of $2,000 annual stipends for teachers serving students in these key, critical-need areas.

To provide ongoing job-embedded staff development designed to promote a teacher's classroom success, we intend to use our recently written manual for planning and delivering instruction: *The Planning Protocol – Beginning with the End in Mind*. Having a codified instructional process for teachers to develop and deliver engaging rigorous lessons is just the first step in ensuring academic success for our students. With the use of the SFDR EEIP Initiative funds we will provide appropriately trained staff that will ensure that each new teacher, regardless of what time of the year they are hired, will receive the appropriate indoctrination into our instructional processes and curricula. We intend to train our Curriculum Coordinators, Instructional Coaches, and other identified teachers to become successful trainers in the District's Instructional Model. The ability to provide this type of instructional indoctrination will ensure that new teachers are ready to successfully engage in the ongoing job-embedded staff development that is provided through the daily common planning sessions, which we already provide to our teachers.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Furthermore, the District intends to leverage the purchasing power of the SFDR EEIP Initiative funds by consolidating some of this funding with other grant funds provided by the State to improve our failing schools and improve our academic performance. The consolidated funds will be used to purchase the professional development resources and services required to implement a common district-wide Literacy Program. The identification, selection, and development of teachers willing to serve as Literacy Advocates will be essential to the long term success of our literacy development. Similar to our use of The Planning Protocol materials in our planning and delivery instructions, literacy training will be provided to each new teacher consistent with the Early Literacy Model in our instructions. Through the use of the SFDR EEIP Initiative funds, we will also provide appropriately trained staff (Literacy Advocates) who will ensure that each new early literacy teacher, regardless of what time of the year they are hired, will receive the appropriate indoctrination and training consistent with the Early Literacy Model. New teachers hired for grades K through 2 will be trained in the Early Literacy Model prior to being trained with the Planning Protocol materials. Thus, and importantly, beyond their indoctrination into the District's Early Literacy Model, new teachers, as well as existing teachers, will be supported by an identified Literacy Advocate at each campus.

Also, within one year of receiving this SFDR EEIP Initiative, our Instructional Coaches will have been trained on appropriate coaching techniques to ensure they can successfully mold new and/or struggling teachers into teachers who are willing and able to deliver authentic, rigorous, and relevant instructions. Additionally, our Instructional Coaches will also receive guidance and training in understanding of data and will use this understanding to help new teachers identify their learning gaps. Conversations with our Education Service Center have indicated their willingness to provide this guidance and training along with training our Instructional Coaches in developing and refining mentoring techniques. We believe that coupling the Instructional Coaches support with mentoring support for the new teachers is essential to having a seamless and effective teacher professional development system.

To provide for the long term success of these instructional reform efforts, we recognize the need to develop our current District Instructional Leadership Team – Teacher Leaders, Campus Principals and Central Office Administrators. To this end, within our teaching ranks we will develop Literacy Advocates who have the potential and desire to one day be hired as Instructional Coaches. Our Instructional Coaches will be expected to further develop their education (e.g., our Master's Program) and their instructional leadership skills. Because our Instructional Coaches will be completing their first year of coaching when we are awarded this SFDR EEIP Initiative, many of them will be ready to think of future leadership opportunities. Once they have mastered their instructional leadership abilities, the Coaches will then be afforded the opportunity to participate in our Leadership Academies, which are conducive to preparing them to become Assistant Principals. Having gained the campus administrative experience, these former Instructional Coaches may possibly become Campus Principals who can efficiently and effectively lead a campus; and perhaps most importantly, will be able to contribute to the instructional leadership of our District.

Obviously, most of our efforts are geared toward developing local talent that can help sustain long term successes of our initiatives; however, outside talent is necessary to provide a temporary relief to our failure to meet the desired standard of having 100% Highly Qualified personnel. We also will use the SFDR EEIP Initiative funds to provide a variety of monetary incentives that will improve our current status, including: (A) recruiting certified personnel who will be willing to relocate into our community; (B) rewarding current teachers who acquire additional certifications in key, critical-need areas; (C) recognizing current District employees who acquire additional certifications in the academic area of secondary Math, secondary Science, Special Education, and Bilingual/ESL. (*Recruiting and Retaining Quality Teachers for High-Needs Schools: Insights from NBCT Summits and Other Policy Initiatives www.teachingquality.org*)

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Texas Education Agency
Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 233901

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016

Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$449,618	$	$449,618	$449,618	$	$449,618
Schedule #8	Professional and Contracted Services (6200)	6200	$475,382	$	$475,382	$475,382	$	$475,382
Schedule #9	Supplies and Materials (6300)	6300	$45,000	$	$45,000	$45,000	$	$45,000
Schedule #10	Other Operating Costs (6400)	6400	$30,000	$	$30,000	$30,000	$	$30,000
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$	$	$	$	$	$
	Total direct costs:		$1,000,000	$	$1,000,000	$1,000,000	$	$1,000,000
	Percentage% indirect costs (see note):		N/A	$	$	N/A	$	$
	Grand total of budgeted costs (add all entries in each column):		$1,000,000	$	$1,000,000	$1,000,000	$	$1,000,000

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$	$
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$	$

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NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

Texas Education Agency
Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID:			Amendment # (for amendments only):		
	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher			$	$
2	Educational Aide	7		$108,374	$108,374
3	Tutor			$	$
Program Management and Administration					
4	Project Director			$	$
5	Project Coordinator			$	$
6	Teacher Facilitator			$	$
7	Teacher Supervisor			$	$
8	Secretary/Administrative Assistant			$	$
9	Data Entry Clerk			$	$
10	Grant Accountant/Bookkeeper			$	$
11	Evaluator/Evaluation Specialist			$	$
Auxiliary					
12	Counselor			$	$
13	Social Worker			$	$
14	Community Liaison/Parent Coordinator			$	$
Other Employee Positions					
15	Title			$	$
16	Title			$	$
17	Title			$	$
18			Subtotal employee costs:	$108,374	$108,374
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay		$	$
20	6119	Professional staff extra-duty pay		$322,100	$322,100
21	6121	Support staff extra-duty pay		$	$
22	6140	Employee benefits		$19,144	$19,144
23	61XX	Tuition remission (IHEs only)		$	$
24		Subtotal substitute, extra-duty, benefits costs		$341,244	$341,244
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$449,618	$449,618

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 233901	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Tuition Reimbursement for Master Degree Program	☐	$100,000	$100,000
2	Teacher Master Academy	☐	$300,000	$300,000
3	Instructional Coach Academy	☐	$15,000	$15,000
4	Assistant Principal Academy	☐	$15,191	$15,191
5	Principal Academy	☐	$15,191	$15,191
6	Literacy and Instructional Coach Training	☐	$30,000	$30,000
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$475,382	$475,382

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

	Specify topic/purpose/service:	☐ Yes, this is a subgrant	
	Describe topic/purpose/service:		

	Contractor's Cost Breakdown of Service to Be Provided	Year 1	Year 2
1	Contractor's payroll costs # of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$	$

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County-District Number or Vendor ID: 233901	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
2	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
3	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
4	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
5	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

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County-District Number or Vendor ID: 233901		Amendment number (for amendments only):	

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
6	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
7	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
8	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$	$
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**		$	$
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**		$475,382	$475,382
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**		$	$
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**		$	$
	(Sum of lines a, b, c, and d) Grand total		$475,382	$475,382

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 233901					Amendment number (for amendments only):		

Expense Item Description

		Technology Hardware—Not Capitalized					
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1				$	$	$
	2				$		
	3				$		
	4				$		
	5				$		
6399	Technology software—Not capitalized					$	$
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$	$
	Remaining 6300—Supplies and materials that do not require specific approval:					$45,000	$45,000
	Grand total:					**$45,000**	$45,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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County-District Number or Vendor ID: 233901		Amendment number (for amendments only):		
Expense Item Description			**Year 1**	**Year 2**
6411	Out-of-state travel for employees (includes registration fees)		$	$
	Specify purpose:			
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		$	$
	Specify purpose:			
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		$	$
	Specify purpose:			
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		$	$
	Specify purpose:			
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		$30,000	$30,000
	Specify purpose: Travel for Staff Development			
6429	Actual losses that could have been covered by permissible insurance		$	$
6490	Indemnification compensation for loss or damage		$	$
6490	Advisory council/committee travel or other expenses		$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		$	$
	Specify name and purpose of organization:			
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		$	$
	Specify purpose:			
	Subtotal other operating costs requiring specific approval:		$30,000	$30,000
	Remaining 6400—Other operating costs that do not require specific approval:		$	$
	Grand total:		**$30,000**	**$30,000**

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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	Schedule #11—Capital Outlay (6600/15XX)				
County-District Number or Vendor ID: 233901			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX/15XX—Technology hardware, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	$
			Grand total:	$	$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. (xxx)

Total enrollment:			**10,675**	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	86	0.8	Attendance rate	96.5
Hispanic	9,852	92.3	Annual dropout rate (Gr 9-12)	1.2
White	654	6.1	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	65.0
Asian	33	0.3	TAKS commended 2011 performance, all tests (sum of all grades tested)	10.0
Economically disadvantaged	8,086	75.7	Students taking the ACT and/or SAT	52.4
Limited English proficient (LEP)	1,749	16.4	Average SAT score (number value, not a percentage)	1,350.0
Disciplinary placements	91	0.9	Average ACT score (number value, not a percentage)	18.6

Comments

Data Sources:

PEIMS Fall 2013
2012 – 2013 Texas Academic Performance Report (TAPR)
2010 – 2011 Academic Excellence Indicator system (AEIS)
Skyward (Discipline Placements)

Part 1 data reflects the state of the District as of October 25, 2013.
Part 3 data reflects the projected state of the District for this SFDR EEIP Inititative.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	5.0	0.8	No degree	13.8	2.1
Hispanic	484.4	74.4	Bachelor's degree	503.0	77.2
White	154.7	23.7	Master's degree	133.3	20.5
Asian	1.0	0.2	Doctorate	1.3	0.2
1-5 years exp.	156.3	24.0	Avg. salary, 1-5 years exp.	40,798	DNA
6-10 years exp.	113.0	17.3	Avg. salary, 6-10 years exp.	43,383	DNA
11-20 years exp.	171.3	26.3	Avg. salary, 11-20 years exp.	49,120	DNA
Over 20 years exp.	158.8	24.4	Avg. salary, over 20 years exp.	55,764	DNA

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	548	873	791	819	875	820	831	736	752	750	813	763	675	592	10,638
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	548	873	791	819	875	820	831	736	752	750	813	763	675	592	10,638

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	28	45	49	47	49	47	44	56	41	46	50	43	42	43	630
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	28	45	49	47	49	47	44	56	41	46	50	43	42	43	630

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

An accumulation of documents was reviewed by a group composed of the District Planning and Decision Making Committee (DPDMC) and other District personnel to determine the District's needs and to create the District's Needs Assessment for its 2013-14 District Improvement Plan (DIP). These documents included State Assessment data, AEIS Reports, Staff Development Reports, Texas Academic Performance Report (TAPR) results, and PEIMS data and the group used a format that following the eight topics of the No Child Left Behind (NCLB) Comprehensive Needs Assessment (i.e., 1. Demographics, 2. Student Achievement, 3. School Culture and Climate, 4. Staff Quality, Recruitment, and Retention, 5. Curriculum, Instruction, and Assessment, 6. Family and Community Involvement, 7. School Context and Organization, and 8. Technology). The large group was divided into eight smaller committees (one for each topic) and each committee then presented their recommendations to the entire group, which then voted to create a prioritized '"needs" list that became part of the Needs Assessments section of the DIP. Per the Needs Assessment Process in the Texas Accountability Intervention System (TAIS), the District used this information and data to address the solutions to the identified patterns, weaknesses, and gaps that resulted the prioritized "needs' list.

The TAPR results were used to identify, review, and point out District staffing retention patterns, weaknesses, and gaps. This information revealed a large turnover rate in District teachers within the zero to five years' experience range. This concern directly supported the need for building teacher capacity and for strengthening and sustaining the District's Induction and Mentoring (Instructional Coaching) Program.

The TAIS Needs assessment process required the District Intervention Team to review District data (Safeguards and Performance Based Monitoring Analysis System (PBMAS) Reports) to determine contributing factors resulting in the District's low academic performance and its lack of progress. Three prioritized needs were identified: (A) increase students' STAAR achievement in grades 3 through 8 in all core subject areas and within special program areas (Bilingual/ESL, Special Ed., and NCLB); (B) monitor student academic progress within all special program areas (Bilingual/ESL, Special Ed., and NCLB); and (C) increase the number of highly qualified Bilingual, ESL, Math, and Science teaching staff. (Note: As of December 16, 2013, the NCLB Highly Qualified Report indicated our District had 18 positions staffed with instructors who are not highly qualified. The vacancies are located at all grade levels, pre-kindergarten through 12, with the majority of the positions at middle school, grades 7 through 8.)

Additionally, the District took a deeper look into the relationship(s) of teacher performance and student success using localized data from Data Management for Assessment and Curriculum (DMAC). As modeled by the graph below, these results support the need for building teacher capacity.

District Passing Rates for Elementary Summative Assessments
Fall 2013
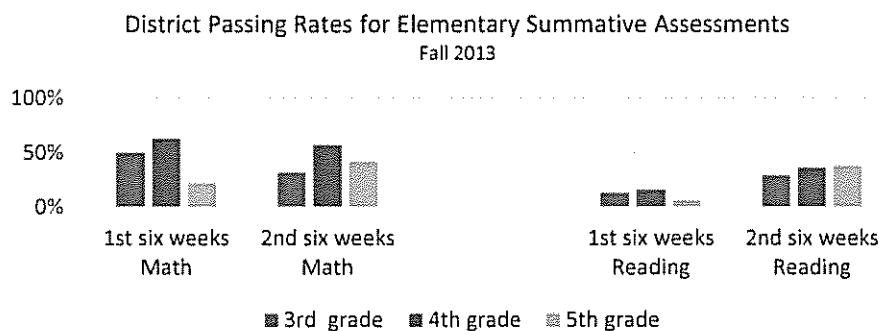
Finally the District also lacks a cohesive district-wide Early Literacy Program. A recent survey indicates various approaches and programs are being used within the eight elementary campuses, which is a serious inconsistency that would may result in a negative, long-term impact on the District's student performance in Reading.

County-district number or vendor ID: 233901	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Shortage of Teachers	By implementing the SFDR EEIP Initiative, the District would have the ability to: • Provide signing bonuses for hard-to-staff and low performing campuses; and • Offer a signing bonus for teachers accepting positions in key, critical-need areas: Secondary Math, Science, Special Education, Bilingual/ESL
2.	Teachers' Certification	By implementing the SFDR EEIP Initiative, the District would have the ability to: • Establish Certification Cohort Groups • Provide reimbursement for coursework/trainings towards certification in the key, critical-need areas of Math, Science, and Special Education. • Provide reimbursement for State Board for Educator Certification fees
3.	Develop Teachers' Capacity	By implementing the SFDR EEIP Initiative, the District would have the ability to: • Provide District Instructional Coaching and Mentoring, including Planning Protocol support • Offer targeted Professional Development
4.	Career Pathways	By implementing the SFDR EEIP Initiative, the District would have the ability to: • Initiate academies to expand pool of Instructional Coaches • Initiate academies to expand pool for Assistant Principals • Promote Certification Cohort Groups • Provide tuition reimbursements
5.	Early Literacy	By implementing the SFDR EEIP Initiative, the District would have the ability to: • Initiate and implement an Early Literacy Model • Select Literacy Advocates • Provide Staff Development for the implementation of the Early Literacy Model • Offer support for the implementation of the Early Literacy Model

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Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Early Literacy Coordinator	Campus and District administrative experience with Mid-Management Administration or Principal certification – (Position funded locally)
2.	Elementary Curriculum Coordinator	Campus and District administrative experience with Mid-Management Administration or Principal certification – (Position funded locally)
3.	Secondary Curriculum Coordinator	Campus and District administrative experience with Mid-Management Administration or Principal certification – (Position funded locally)
4.	Chief Human Resources Officer	Campus and District administrative experience with Mid-Management Administration or Principal certification – (Position funded locally)
5.	Director Bilingual/ESL	Campus and District administrative experience with Mid-Management Administration or Principal certification – (Position funded locally)

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Increase the number of Teachers in key, critical-need areas	1.	Increase participation in regional job fairs	04/01/2014	08/31/2016
		2.	Increase partnerships with Alternative Certification Programs and universities	04/01/2014	08/31/2016
		3.	Offer signing bonuses for hard to fill, low performing and key, critical-need areas	04/01/2014	08/31/2016
2.	Increase the number of Teacher certifications	1.	Provide certification training and resource material	04/01/2014	08/31/2016
		2.	Offer on-line certification reimbursement	04/01/2014	08/31/2016
		3.	Provide compensation for additional certifications in critical need areas	06/01/2014	08/31/2016
3.	Develop Teacher Capacity	1.	Provide ongoing Professional Development Program	06/10/2014	08/31/2016
		2.	Provide effective Mentoring Program for new teachers	08/01/2014	08/31/2016
		3.	Provide Instructional Coaching Program with modeling	08/25/2014	08/31/2016
		4.	Establish Demonstration Classrooms	04/01/2014	08/31/2016
4.	Create Career Pathways to improve educational effectiveness	1.	Establish criteria for the selection and design process of the four academies	04/01/2014	05/30/2014
		2.	Implement the Master Teacher Academy	06/01/2014	08/31/2016
		3.	Implement the Instructional Coach Academy	06/01/2014	08/31/2016
		4.	Implement the Assistant Principal Academy	06/01/2014	08/31/2016
		5.	Implement the Principal Academy	06/01/2014	08/31/2016
5.	Implement a district-wide Early Literacy Program	1.	Establish guidelines for the Literacy Advocate Program	04/01/2014	04/30/2014
		2.	Select an Literacy Advocate from each campus	05/01/2014	05/31/2014
		3.	Select an Early Literacy Program	06/01/2014	06/30/2014
		4.	Provide training for Literacy Advocates	07/01/2014	08/31/2016
		5.	Provide training for new K through 2 teachers	08/01/2014	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In reviewing the 2012-2013 school year data, the District's School Board, the Superintendent's Cabinet, and the District Planning and Decision-Making Committee agreed on establishing a prioritized list of goals and objectives (i.e., District Performance Objectives [DPOs]) for the District for the 2013-2014 school year. Then, each Campus Planning and Decision-Making Committee developed their own set of prioritized campus goals and objectives (i.e., Campus Performance Objectives [CPOs]), based on their disaggregated data.

Campus Planning Protocol meetings are designed to help teachers develop and deliver engaging rigorous lessons while closely monitoring and adhering to all campus and District goals. Each Campus Planning Protocol team reviews six weeks of formative and summative assessment and instructional walkthrough data in order to review and assess how close each teacher is to meeting all of the goals, including their personal goals. The District Instructional Coaches assigned to each campus lead these meetings with targeted discussions on disaggregated data. Teachers in turn, discuss any revisions that need to be made to their lesson plans, instructional deliveries, and assessments. Together, teachers and District Instructional Coaches collaboratively adjust lesson plans, develop and refine guiding questions, and focus on specific learning targets in order to keep as close as possible to all of the goals.

The goals and objectives are monitored at the campus level by Campus Principals and Assistant Principals conducting 15 or more informal walkthroughs and coaching feedback sessions per week through the DMAC program. The District has 11 campuses with a total of twenty-eight administrators, meaning this instructional monitoring yields about 420 observations per week, 2,520 per six-weeks, and 15,120 observations per year, on the average. Through these instructional monitoring and walkthroughs, Campus Administrators develop their own instructional capacity by monitoring what is happening in each classroom setting, and by providing quick feedback using the Planning Protocol process so that the return on needed student intervention is often immediate.

Lastly, in an effort to maximize the priority of our District and Campus goals and objectives, monthly updates are presented to our School Board at our open, televised School Board of Trustees meetings, allowing all staff, students, parents, and community members to observe our progress and to see the changes to our goals and objectives.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District's current Coaching and Mentoring Program lacks the level of intensity needed in order to build teacher capacity to its fullest. Currently, new teacher mentors are full time classroom teachers, thereby limiting their effectiveness. It is for this reason the current Coaching and Mentoring Program will shift its focus from classroom teacher mentors to Instructional Coach mentors.

The District is having difficulty obtaining certified teachers, giving them strong support during their first two years and retaining them for many years. It is for this reason that the District is committed to the SFDR EEIP Initiative. With the Planning Protocol component of our planning and delivering instructions already implemented, we feel that with the funding assistance of the 2014-2016 Educator Excellence Innovation Program, we can easily take the Coaching and Mentoring Program to the next level. There is clear evidence of commitment and of collaborative efforts between District stakeholders, including: School Board of Trustees, Central Administration staff, DPDMC, and Campus Administrators and campus staff. Everyone is extremely excited about the innovations we are proposing since they will not only provide a positive long-term impact on the recruitment and retention efforts of teachers in our District, but fulfill a critical need in the education of the children in our community.

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Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Instructional Coaching/Mentoring Evaluation Surveys	1.	Targeted instructional coaching/mentoring support for new teachers for up to 3 years.
		2.	Increased opportunities for specialized staff development and training for teachers assigned to key, critical-need areas (Math, Science, Special Education, and Bilingual/ESL).
		3.	Improved student academic performance in key critical sub-populations: Economically Disadvantaged, Hispanic, LEP, Migrant and Special Ed.
2.	Career Pathways Evaluation Surveys (Math and Science Certification Program; Bilingual Teacher Certification Program)	1.	Increased number of certified teachers in key, critical-need areas (Math, Science, Bilingual and ESL).
		2.	Improved student academic performance in key critical sub-populations: Economically Disadvantaged, Hispanic, LEP, Migrant, and Special Ed.
		3.	Reduction in the number of waivers submitted to TEA: Highly Qualified, Bilingual Exception/Waiver.
3.	Reviews of Teacher Retention Reports	1.	State and federal reporting indicating improved highly qualified status.
		2.	100% vacancies filled in critical need areas (Math, Science, Special Education, and Bilingual/ESL).
		3.	Increase annual growth in Bilingual certification.
4.	District Performance Objectives Evaluation Tool	1.	District Performance Objectives are met in areas of student achievement.
		2.	District Performance Objectives are met in areas of student progress.
		3.	District Performance Objectives are met in areas of closing performance gaps.
5.	Learning Walks	1.	Alignment between Planning Protocol and the instructional delivery in the classroom.
		2.	Alignment of the Early Literacy Model and the instructional delivery in the classroom.
		3.	Evidence of coaching and mentoring for novice teachers.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The District will create a Recruitment and Retention Committee which will meet on a quarterly basis to review the impact of the District's Instructional Coaching/Mentoring, Career Pathways, and Instructional Leadership programs. Data collected will include Committee-designed campus surveys, DMAC student assessment data, DMAC walkthrough data, Campus Performance Objectives (CPOs), District Performance Objectives (DPOs) and State reports. The Committee will review this data to assess performance and target needed emphasis or changes in the collaborative instructional support and professional development systems. Areas of focus will include the enhancement and support of pedagogy and specialized instruction of Math, Science, Special Education and English Language Learners.

Problems with project delivery will be identified through the results of survey and data disaggregation. The Committee will make modifications needed to ensure the success of the project and relay this information to all stakeholders. The surveys and other data also allow ongoing assessment(s) of teacher growth and development, which in turn impacts student academic performance and achievement.

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Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The District has a basic Induction and Mentoring Program with a model titled Beginning Teacher Induction and Mentoring Program (BTIM). The BTIM was established in 2007 to assist first, second, and third year teachers and its main focus is to offer transitional support to new teachers. The support consists of:

- Providing professional literature and DVDs on various topics for professional growth;
- Providing newsletters to the BTIM staff to keep them informed of occurring events and current issues;
- Providing technical resources (e.g., copier, laminating machine, die cut machine, cutting board, resource books, etc.) in a work room environment after regular school hours ;
- Providing limited instructional modeling and individual guidance at the request of the new teachers;
- Providing online resources to both the mentee and mentor for support through *Resources for Learning* out of Austin, Texas.

Because it is our belief that teacher effectiveness is a critical need in the success of our students, the District is determined to restructure the BTIM program by initiating a major District-led educational reform. The reform - *The Planning Protocol-Beginning With the End In Mind*, - will result in the District hiring 15 Instructional Coaches; one for each of our elementary schools (K-5) and one for each instructional core area within the District's two middle schools (6-8), and freshman (9) and high school (10-12).

The BTIM restructuring will include utilizing the Instructional Coaches to serve as mentors and to assist beginning teachers by guiding and building their performance and teaching capacity in the classrooms. They will play a pivotal role in the ongoing, job-embedded professional development support that our teachers need to instruct and prepare students to be successful.

The components of the restructured Induction and Mentoring Program will include:

- Matching first, second, and third year teachers with the Instructional Coach at their campus.
- Providing new teachers with one week orientation and overview of all programs and procedural components of the District prior to the onset of their first school year.
- Providing teachers with a copy of *The Planning Protocol-Beginning with the End in Mind* and with ongoing training to assist teachers in planning and delivering authentic, rigorous, and relevant classroom instruction(s)
- Providing a "Meet and Greet Social" where new teachers have an opportunity to meet the Instructional Coaches and their District and school campus staffs.
- Provide a $3,000 stipend to the Instructional Coaches to serve as mentors.

The Instructional Coaches will meet weekly to receive intensive training from the current District Coordinators (e.g., Elementary School, Secondary School, and Staff Development). Instructional Specialists from ESC Region XV will also support the Instructional Coaches with targeted training.

Overall, the Instructional Coaching component of the Induction and Mentoring Program will assist the mentees in multiple functions and in multiple ways, including the following:

Classroom Supporter
Purpose: To increase the quality and effectiveness of classroom instruction based on the ongoing Planning Protocol meetings, which means the support will include but not be limited to:

- Collaborating
- Co-planning
- Modeling
- Co-teaching
- Learning Walks

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- Professional Development on classroom management
- Provide descriptive feedback based on teacher requested observation
- Guiding first and second year teachers with pre-observation summaries before their formal observation

Instructional Supporter
Purpose: To support the implementation of effective instructional strategies including, but not limited to:
- Mentee and their Mentor will meet daily for 45 minutes in training sessions covering topics such as lesson plan development, classroom management, and differentiated instruction (teachers are given an extra planning period during the day in order to receive training)
- Formative Assessments
- Differentiation of instruction
- Assisting in the development of learning targets and guiding questions
- Assist first, second, and third year teachers in building instructional capacity through professional development and support in the form of intervention groups

Curriculum or Content Facilitator
Purpose: To promote implementation of TEKS through purposeful, rigorous, and authentic lessons designed to support, but not limited to, the following:
- Increasing teacher content knowledge
- Facilitating a better understanding of the structure of the written, taught, and tested curriculum
- Dissecting standards to guide identification of essential knowledge and skills (e.g., readiness and supporting standards)

Data Coach
Purpose: To facilitate conversations using data to drive instructional decisions including, but not limited to:
- Collaborating with teachers to analyze formative and summative student achievement data
- Assisting teachers with the use of data to improve student learning

Facilitator for Change
Purpose: To engage teachers in reflective thinking while looking at their own instructional practices critically and analytically in order to support, but not limited to, the following:
- Fostering a safe, trusting environment for students
- Introducing alternatives and refinements for teacher instructional practices

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Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

At the beginning of the 2013-14 school year, the District implemented The Planning Protocol - Beginning With the End In Mind which includes an informal walkthrough component and District rubric (*instructional rubric enclosed*) for documenting observations throughout the year. It was critical that the District Leadership Team, composed of the Superintendent, the Superintendent's Cabinet, Instructional Directors, and Curriculum Coordinators along with the Campus Administrators (Principals and Assistant Principals) received in-depth training on the Planning Protocol process which will assist the District in supporting and developing consistent quality instruction.

The initial training that Campus Administrators received was not only focused on how to conduct instructional walkthroughs that are aligned to the District's Planning Protocol, but how to coach and mentor teachers by utilizing the written feedback format on the walkthrough form. This walkthrough training is ongoing, and is provided at each monthly Campus Administrators' meeting with an emphasis on developing instructional leadership capacity. Campus Administrators are required to conduct a minimum of 15 walkthroughs per week, which amounts to more than 15,000 observations and coaching feedback sessions per year district-wide. Each walkthrough form is posted on the District's DMAC web-based data system for easy archive and retrieval. An added bonus is the system's ability to email the walkthrough forms to the teacher prior to follow-up face-to-face coaching and mentoring sessions. Campus Administrators train their teaching staff on the instructional components they will be looking for when conducting these informal walk-throughs, and assure the teachers that the goal of the pre-observation meeting is to share research-based instructional strategies the Campus Administrators are looking for in their walkthroughs. After the informal observation, the teacher receives the walkthrough feedback email, and if needed, schedules a post-observation meeting with the Campus Administrator. The goal of these post-observation meetings is to discuss the administrators' feedback and to recommend further coaching in targeted areas for growth.

Through review of specific walkthrough data, teachers who are in need of additional support receive more frequent walk-through visits than successful teachers, and at the request and recommendation of the Campus Principal, the Instructional Coach is readily available to offer immediate mentoring, modeling and coaching in any area of need or development.

The next level of implementation of the Planning Protocol starting at the beginning of the 2014-15 school year, is the District Learning Walks component. The intent of the District Learning Walks is to assure that all campuses implement the Planning Protocol program to its fullest. The District Leadership Team will visit campuses on a monthly basis and will look for different components of the Planning Protocol. For example, one month these District Leaders could look for learning targets displayed on the wall, or language objectives for English Language Learners, or short, frequent formative assessments, or questioning strategies, or differentiation to support all learners. By receiving grant funds, District and Campus Administrators will be able to further develop their instructional leadership capacity through professional development, so that they may be able to provide the needed support to campuses.

In addition to the District Learning Walks, the District will train all Instructional Coaches and Literacy Advocates on conducting informal observations in the summer of 2014. These informal walkthroughs will not be to evaluate teachers, but to look for the implementation of strategies that the Instructional Coach has been sharing with the teachers during the campus professional development sessions either during Planning Protocol sessions or after school training. If, for example, when the Instructional Coach has explained and modeled the different levels and types of questioning techniques, then the Instructional Coach conducts their informal observation looking for those questioning strategies. After the informal observation, the Instructional Coach meets with the individual teacher to provide feedback and, if needed, a plan for additional modeling and targeted professional development is recommended.

Robert Marzono's research supports that increasing walkthroughs provide an abundance of data that can be used to improve the overall quality of instruction and ultimately impacts student achievement (*www.iObservation.com*). Therefore, by improving the quantity of our walkthroughs, the quality of the feedback, and collaboration afterwards, the District walkthrough data will lead to educator and administrator excellence and improvement of student achievement.

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SFDR-CISD 5E Walkthrough Form

Teacher:

Observed by:

Class Information:

*Date

*Start Time

*End Time

PDAS Domain One (1-2)
Learning Engagement

- ☐ Authentic
- ☐ Retreatism
- ☐ Ritual
- ☐ Rebellion
- ☐ Compliance

PDAS Domains One & Two (#3)
Critical Thinking and Problem Solving

Learner Level of Cognition:

- ☐ Knowledge
- ☐ Comprehension
- ☐ Application
- ☐ Analysis
- ☐ Synthesis
- ☐ Evaluation

PDAS Domain One (#4)
Learning Process: Self Directed

PDAS Domain One (#5)
Learning Process: Connected Learning

Planning Protocol Step 1

PDAS Domain 2 (#1-9)
Learner Centered

- ☐ Goals and Objectives
- ☐ Learning Targets
- ☐ Language Targets
- ☐ Alignment
- ☐ Learner-Centered Instruction
- ☐ Pacing and Sequence
- ☐ Appropriate Questioning and Inquiry – Less Choral Response
- ☐ Appropriate Use of Technology
- ☐ Motivational Strategies
- ☐ Value and Importance
- ☐ Differentiated Instruction

Planning Protocol Steps 2-3

Domain Three
Learner Progress

- ☐ Monitored and Assessed
- ☐ Assessment and Instruction are Aligned
- ☐ Appropriate Assessment – Addresses Needs of Struggling Students
- ☐ Learning Reinforced
- ☐ Constructive Feedback
- ☐ Re-learning and Re-evaluation

Planning Protocol Step 5

High Yield Strategies and Best Practices

- ☐ Capturing Kids' Hearts/Rapport
- ☐ Step Vocabulary
- ☐ PBS Strategies
- ☐ Goal Setting and Evaluation
- ☐ Solving Problems (multiple ways)
- ☐ Wait Time
- ☐ Setting Objectives/Providing Feedback
- ☐ Word Walls
- ☐ Evidence of Re-teach
- ☐ Cooperative Learning
- ☐ Summarizing and Note Taking
- ☐ Identifying Similarities and Differences
- ☐ Graphic Organizers
- ☐ Differentiated Instruction
- ☐ Guided Questions/Higher Level
- ☐ Reinforcing Effort/Providing Recognition
- ☐ Individual Responses (Less Choral)
- ☐ Small Group Instruction
- ☐ Nonlinguistic Representation
- ☐ Homework/Practice
- ☐ Concept Maps
- ☐ Brainstorming

Statutory Requirement 3: <u>Required</u> - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The District uses the State Professional Development and Appraisal System (PDAS) for our formal teacher evaluations. As per State requirements, all teaching domains are addressed in the evaluations and all Campus Evaluators (Principals and Assistant Principals) receive the required training to be certified PDAS appraisers. Each school year the District, with School Board of Trustee approval, sends out a Teacher Appraisal Calendar based on a timeline that has all evaluations and summative annual conferences completed no later than 15 working days before the last day of instruction. The PDAS appraisal lasts a minimum of 45 minutes, and each appraiser meets with each teacher in a required post-appraisal meeting within the specified timeline to review performance in each domain, as well as to discuss their professional strengths and weaknesses. Teachers are required to submit the three sections of the PDAS Self-Report Form (which serves as the teacher self-assessment) so they can have input into their own evaluations and appraisal ratings. In addition, the teachers and their appraisers meet to finalize a summative evaluation within the last three weeks of instruction to help the teacher again review their strengths and weaknesses, but also to close out the year and recommend any needed professional development. PDAS is not only used for appraising our teachers, but also to identify areas at both the campus- and district-level that would benefit from targeted staff development.

PDAS consists of the following domains:
- Domain 1 – Active, Successful Student Participation in the Learning Process
- Domain 2 – Learner-Centered Instruction
- Domain 3 – Evaluation and Feedback on Student Progress
- Domain 4 – Management of Student Discipline, Instructional Strategies, Time, and Materials
- Domain 5 – Professional Communication

Another part of the District's evaluation system is the walkthrough component, which provides multiple targeted observations by Campus Administrators on a daily basis. Our District requires that all Campus Administrators complete a minimum of 15 walkthroughs weekly (with the focus on new and struggling teachers), and provide constructive written feedback to the teachers. Instructional Coaches also conduct informal walkthroughs and give oral feedback to the individual teachers and to the entire cluster/department.

Emphasis has been placed in Domain 1 (Active, Successful Student Participation in the Learning Process) and Domain 2 (Learner-Centered Instruction), because both directly support our Planning Protocol process. Even though all teachers are trained to extract data from DMAC (our data system), we feel many teachers need additional support with disaggregating student data (Domain 3: Evaluation and Feedback on Student Progress). Understanding individual students' current data and growth is an integral part of the planning process for lessons, instructional strategies, and formative and summative classroom assessments. Each campus has defined their Campus Performance Objectives (CPOs) and teachers know the goals and objectives they are striving for.

All first year teachers and teachers new to the District receive an orientation to PDAS, however, in order to assist these teachers, we would like to add an additional formal "practice" evaluation session to their training before the end of their first school semester. In this new session, our Instructional Coaches will assist these new teachers in helping them prepare for both the "practice" evaluation session and their actual walkthroughs and actual formal evaluations. The District will provide specific professional development to train the Instructional Coaches for this new role, which will include working with all teachers during their Planning Protocol time and offering additional trainings on using DMAC. The SFDR EEIP Initiative will provide the funding needed for this new professional development training for our Instructional Coaches in preparing our teachers for their formal performance evaluations.

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Statutory Requirement 4: <u>Required</u> - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

In order to ensure teachers have allowable time for regular collaboration within the school week to discuss and share pedagogical strategies, the District has, for the 2013 - 2014 school year, begun the implementation of district-led planning reform known as *The Planning Protocol-Beginning With the End In Mind.* With a new Superintendent ready to lead our District in this reform, came an approach used to plan for and deliver authentic instruction. Planning is at the forefront of every lesson developed and delivered. It allows opportunities for conversations, daily job-embedded staff development, and growing opportunities for all teachers, novice to veteran.

To support and promote the use of the best pedagogical strategies, District teachers, district-wide, have been provided a daily common planning time. This time is led by Instructional Coaches and the campuses' instructional leaders. Through the use of a common lesson-planning tool, teachers collaborate to develop engaging, rigorous lessons that address the needs of all learners.

Below is the current structure and set-up of our Instructional Coaches:
- Seven (7) elementary Instructional Coaches (one assigned per each elementary campus targeting K through 5 teachers in planning for all core content areas)
- Eight (8) secondary Instructional Coaches (one assigned to each of the four core content areas in grades 6th – 8th and 9th – 12th)

Currently, our planning sessions are held at the campuses Monday-Thursday, leaving Friday for instructional coaches to meet with the Curriculum and Instruction coordinators for their own professional development, to look at data, and collaborate amongst the different campuses on successes and areas for improvement. They then turn around and promote the opportunities for teacher growth and reflection the following week. This weekly schedule has helped to enhance every one of our team members' abilities to lead with one common focus: teacher collaboration to build high achieving student success.

As a roll out this first year, we have worked diligently to continue to have conversations that promote input from every member of our team. The District Superintendent has relayed the message clearly to everyone: in order to succeed in maximizing learning opportunities for our students, we must first create an environment that allows teachers to self-reflect, collaborate, grow, and improve in their own pedagogy.

Where will we be, looking into the future for our planning reform? The sky truly is the limit, but first we have to plan for and ensure our investments are secure and guaranteed. The first accommodation would be that in this first year of implementation, our teachers become both knowledgeable and proficient in the Planning Protocol process – the opportunity to meet daily, collaborating and building rigorous lessons that ensure student success. In implementing and practicing this, the Instructional Coach will have a greater opportunity to spend quality time with novice teachers developing their areas of need.

With the help of the SFDR EEIP Initiative, our Instructional Coaches would build their resources to take the daily job-embedded staff development component to greater heights. Partnering with our Educational Service Center we will provide training to our Coaches on multiple topics like, but not limited to, the following (A) developing Instructional Coaches/Teacher Mentor skills; (B) understanding data; (C) identifying learning gaps; (D) content specific training; (E) building campus climate and culture; (**F**) cross-curricular training. Our Coaches, with their skills strengthened, would in turn train our teachers. This would guarantee that during each school week we would be maximizing individual teacher effectiveness, which would build confidence and promote success within the teaching ranks by reducing teacher stress and burnout while enhancing tenure.

A second accommodation would be to take the Planning Protocol to the next level and arrange for our elementary campuses (K-5) and secondary core areas to meet bimonthly to develop vertical alignment. Mirrored by the same opportunity given to Instructional Coaches, teachers district-wide would strengthen the bridge of alignment ensuring a

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vibrant pathway towards college and career readiness. Currently, elementary campuses have the flexibility to allow their teachers to meet by cluster or by content. For example, one campus allows K-2 teachers to meet as a cluster whereas grades 3-5 teachers meet by core content areas. The success of this second accommodation will come from the opportunity to open the lines of communication for teachers district-wide across the grades and disciplines to discuss and share pedagogical strategies.

Continuing the look of the future for our Planning Protocol process, an additional accommodation will include having biweekly teacher-led staff development sessions based on campuses' identified needs. At this point, teachers who became well versed with disaggregating individual, department/cluster, and campus reports will be the ones who evolve into our Teacher Leaders. These Teacher Leaders will set up trainings at their campus to share their instructional strengths and successes and to ensure campus targeted goals are kept at the forefront of all instructions. At each campus, the Teacher Leaders will have the flexibility to present pedagogical strategies for an individual teacher, or with a group of teachers.

Finally, it is our goal to obtain the staff development resources and services required to implement a common district-wide Literacy Program that includes Early Literacy. The identification and development of teachers willing to serve as Literacy Advocates will be essential to the long term success of our literacy development and the success of our Literacy Program. Similar to the Planning Protocol, training will be provided to each new K through 2 teacher in the District's Early Literacy Model. Through the use of SFDR EEIP Initiative, Literacy Advocates will ensure that each new Early Literacy teacher, regardless of what time of the year they are hired, will receive the appropriate indoctrination into our Early Literacy Program. Beyond their indoctrination training, new teachers, as well as existing teachers, will be supported by an identified Literacy Advocate at each campus.

The 2014-16 Educator Excellence Innovation Program Grant will help our District guarantee the continuous development of all members of our team to promote and enhance teaching skills as well as effectively utilizing the opportunities for frequent and open dialogue. We are ready to transition from our old decentralized models where varied campus instructional focuses were not parallel with the District's initiatives. The SFDR EEIP Initiative will assist in the training of District and Campus Administrators to become efficient and effective instructional leaders. Additionally, with their new expertise our Teacher Leaders, Instructional Coaches, and Early Literacy Advocates will be able to commit more time to supporting teachers in pedagogical strategies and the instructional process. Creating a plan that gives our Coaches more time to work one-on-one with teachers, to support professional development, and to create opportunities for growth are primary future goals of our District. The SFDR EEIP Initiative will support facilitating these plans.

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Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Curriculum and Instruction Department (C&I) currently provides summer refresher courses for all current District employees in utilizing DMAC. With help from the SFDR EEIP Initiative, monthly sessions for training new District employees in utilizing DMAC in order to be deeply knowledgeable in working with student data will also be scheduled. This upgrade will ensure that no matter what time in the year a new member joins our District, they will receive immediate training in utilizing important tools and resources.

To further enhance this general C&I training, the District's Special Education and Bilingual Departments will develop a calendar of additional trainings that are geared towards meeting the needs of current students within these two Departments, including identifying and monitoring struggling learners and keeping up-to-date with compliance and accountability requirements.

Upon the roll out of this additional training, C&I will facilitate a plan of action on how campuses will monitor the use of these data systems to ensure teachers become familiar with and know their students. A vital component of Planning Protocol is the discussion of historical and current student assessment data. The Planning Protocol will include a report and column to record campus-level TAKS results on a six weeks basis. Before teachers begin to plan, they will be able to critically review their students' data in order to determine where they were, where they are, and where they are headed.

Starting with implementation of the first year of the SFDR EEIP Initiative, District Leadership Team and Instructional Coaches will create a calendar of events that provides professional development opportunities.

Below is an example calendar of events based on current District needs:

Professional Development	Audience	Frequency	Facilitator
DMAC Training	K-12 New Teachers	Quarterly	Coordinators
BIL/ESL Updates	K-12 Teachers	As needed for refreshers	BIL Coordinators
Special Ed. Updates	K-12 Teachers	As needed for refreshers	Special Ed. Director and staff
5E Model – Building Rigorous Lessons	K-5 6-8 9-12	Core Area 1 per semester	Instructional Coaches Coordinators
Hands on Instructional Practices	K-5 Teachers	Core Areas 2 per semester	Instructional Coaches Coordinators
Make and Takes	K-2 Teachers 3-5 6-8 9-12	Math & Reading 2 per semester	Instructional Coaches Coordinators
Resource Building Workshop	K-5 Teachers 6-8 9-12	Core contents 1 per six weeks	Instructional Coaches Coordinators
Mentoring, Coaching, and Content Specific Training	Instructional Coaches	2 per semester	Region XV
Cross Curricular Strategies	K-8 Teachers	1 per semester	Instructional Coaches Coordinators
Book Study – Energy Bus	Campus Leadership Team Teachers	Annual	Coordinators
21st Century Learning (technology training)	K-12 Teachers	Quarterly	Instructional Coaches Coordinators

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In collaboration with our Campus Administrators, and through the means of our formal and informal observation systems, the Professional Development Training will be based on, developed for, and adapted to meet the needs of our teachers. Campus Administrators will meet with teachers after their formal and informal walkthroughs and recommend additional support as needed. Thus, in addition to this ongoing Professional Development Training, our continuous monitoring strategies and systems will allow for growth and/or continued support for growth by each of our teachers.

Finally, with the use of the SFDR EEIP Initiative monies, our District will highlight in Demonstration Classrooms that can showcase the daily implementation of the District's dedication and commitment to rigorous planning and effective instruction. The Demonstration Classrooms will be selected and set up to utilize the expertise of classroom teachers who demonstrate consistent, effective, and student-driven instructional practices. Model lessons in Demonstration Classrooms will be captured on video and be available in a district-wide instructional library. Demonstration Classrooms will benefit the Planning Protocol by providing opportunities for modeling relevant and rigorous planning and lessons to build the capacity of any teacher that needs additional support.

The District's current plan of action for Demonstration Classrooms is as follows:

Demonstration Classroom Teachers
- Will be selected to model best instructional practices.
- Record two model lessons per semester for the instructional library.
- Attend professional development courses over the summer to assist in their continued professional growth.

Selection Process
- By early April 2014, Campus Administrators, Instructional Coaches, and other District Administrators will nominate 3 elementary and 3 secondary teachers in the areas of Math and Science.
- C&I staff will conduct classroom visits of nominated teachers in late April 2014.
- Final selectees and Campus Administrators will be notified in early May 2014.
- Demonstration Classroom teacher orientation will be scheduled for mid-May 2014.

Classroom Observations, Video Recording, and Professional Development
- Demonstration Classroom teachers will be open to model instruction, as needed.
- Demonstration Classroom teachers will have demonstration lessons recorded.

Compensation
- Demonstration Classroom Teachers will receive a $400 stipend per demonstration day (max of 4 per year) upon the completion of the responsibilities beginning September 2014 through June 2016.

Demonstration Classrooms will promote the effective skills of those teachers that have over the course of their career excelled in the delivery of instruction. Through their expertise, these teachers, now termed Teacher Leaders will support novice and veteran teachers in strengthening pedagogical strategies and the delivery of instruction.

With the help of the SFDR EEIP Initiative, we can solidify our vision to promote teacher effectiveness through the means of building our own pool of experts. These professional development opportunities will increase collaboration and build a community of success, which will promote educator excellence for the success of all learners.

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Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

San Felipe Del Rio CISD currently pays the following stipends for critical shortage content areas:

- Bilingual/ESL and Special Education - $1,100
- Physics - $5,000
- CTE Health Science Teacher (Certification) - $5,000

These stipends have made a slight impact in attracting teachers to apply for these areas, but it is sporadic and limited at best. Therefore, District funds coupled with the SFDR EEIP Initiative will enhance teacher recruitment and retention efforts. The following crafted compensation plan supports the articulation of the focused career pathways and professional development components that have been articulated within this grant. These recruitment incentives and retention assistance to current staff will enable teachers to participate in building individual learning capacity through focused professional development opportunities to gain additional certification in critical shortage content areas and enable the District to offer teachers access to a comprehensive library of current "Classroom Demonstrations of Best Practices" to enhance their own teaching methodologies. This plan is intended to support the educator throughout their teaching tenure in the District so that our students will be provided with a rigorous education second to none in the State.

Level I: Recruitment Compensation Plan
- Provide a $3,000 (maximum 20) Signing Bonus for the following Critical Shortage Content Areas: Secondary Math; Secondary Science; Special Education; Bilingual (Elementary); ESL (Secondary)
- Provide a $2,000 (maximum 20) signing bonus for hard-to-staff and low performing campuses

Level II: Staff Retention Compensation Plan
- Provide compensation for additional certification for the following Critical Shortage Content Areas Secondary Math & Science, Bilingual (Elementary), and ESL (Secondary) $2,000 x 100=$200,000
- Provide compensation for additional certification for Special Ed staff in content areas $500 x 25=$12,500

Level III: Pedagogical Development Compensation Plan
- Demonstration Classroom – Teacher presenters 6 Teachers X 4 times per year X $400 Stipend for full day = $9600

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Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The District believes and is determined to hire the most qualified applicants for all vacancies in the District. However, at this time, the District faces a limited talent pool due to spousal homeland security transfers, lack of certified applicants, and teacher retirements. Currently, the District has endorsed the following recruitment strategies:

- Para-professional "Grow our Own" Program to sponsor current employees with at least one year of experience. The District pays the tuition and books for the duration of the schooling in obtaining a degree and a teaching certification
- Participation in Job Fairs across the State to include but not limited to: Sul Ross State University – Alpine, UTSA, Texas State University, Texas A & M University @ College Station, University of Texas @ Austin, Texas A & M University @ Kingsville, Our Lady of the Lake University, and Texas A & M University @ Corpus Christi
- Informational certification meetings to encourage degreed instructional aides and substitutes to enroll in Post-Baccalaureate or Alternative Certification Program to obtain a Probationary certification. This year we have conducted these meetings on the following dates: November 12; December 6; January 13
- Website job postings to Region XV, TASANET, TX REAP, District Offices, District Facebook, Laughlin AFB Facebook
- Student teacher partnerships with Sul Ross State University – RGC and Angelo State University: 8 participants
- Partnerships with Alternative Certification Programs through private and Region Centers in which they send out current vacancy listings to their participants
- Partnerships with Post- Baccalaureate Alternative Certification Programs through Sul Ross State University – RGC in which they send out current vacancy listings to their participants
- Partnership with Troops to Teachers in which they send out current vacancy listings to their participants

Applicants interested in our District apply on-line for a vacancy. This on-line process enables the District to recruit within and outside of Texas. The vacancy notice is posted for a minimum of 10 working days. The applications within each vacancy talent pool are then reviewed and evaluated by Human Resource personnel for completeness and proper certification. After the initial review, the position supervisor is notified of eligible applicants. The supervisor then reviews the following quality attributes to determine the quality of the applicant: Certification, education, transcripts, work experience, references, and availability to facilitate the continued screening, interview and selection process.

After the screening process has been completed and the top quality applicants are determined, the supervisor will then begin the face-to-face interview process. Through the interview process, the supervisor can determine the applicant's compatibility with other staff members, parents and students of the campus. This personal touch is extremely valuable in further verifying and supporting the supervisor's final applicant recommendation based on "good fit" for the position. This quality measure will ensure that the new staff member is ready to become a full TEAM member and make a difference in the lives of their students.

Therefore, through a collaborative local effort coupled with this State funded grant, the District is committed to supporting the establishment of the following specific district-wide recruitment, retention and pedagogical development enhancement levels to enhance the quality of the applicant talent pool through an "Exemplary" trained instructional staff.

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Level I: Recruitment of Staff
- Provide a Signing Bonus for the following Critical Shortage Content Areas: Secondary Math; Secondary Science; Special Education; Bilingual (Elementary); ESL (Secondary)
- Provide a signing bonus for new teachers at hard-to-staff and low performing campuses

Level II: Staff Retention
- Provide a stipend for the following Critical Shortage Content Areas
  - Secondary Math (7-12)
  - Secondary Science (7-12)
  - Special Education (all-levels) additional stipend for assigned content area certification
  - Bilingual (Elementary)
  - ESL (Secondary)

Level III: Pedagogical Development
- Demonstration Classroom – Teacher presenters

The District Leadership is committed and focused to provide and actively support an aggressive three level plan that will enhance the quality of the recruitment talent pool and the professional development of our staff in the delivery of performance objectives. It is our belief that this multi-level systemic approach will ultimately lead to increased student achievement.

Statutory Requirement 8: <u>Preferred</u> - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Career Pathways

San Felipe Del Rio CISD has a 10,000+ student population enrollment and is at a disadvantage when it comes to having accessibility to certified teachers and administrators. It is safe to say that we struggle having a pool of qualified personnel that are readily available when openings come up within the District. Del Rio, Texas, is a small community located 150 miles west of San Antonio, Texas, and is lacking the academic university resources that big communities have access to. Currently, we have one small junior college and a university extension (not a four year institution). This restricts the continuous education our school district personnel have access to in order to create extensive career pathways. The SFDR EEIP Initiative could help our District with the recruitment of teachers and for existing teachers to create cohort groups within "academies" that will help them with their career pathways. These academies will be structured learning environments where cohorts within each academy will meet on a regular basis under the direction of the Department of Curriculum and Instruction. Online professional development, book studies, and face-to-face professional development will be suggested modes of instruction for the academies. Completion of one academy will lead to participation in the next academy creating a career pathway that will take a teacher from the classroom to a highly-qualified campus principal. The SFDR EEIP Initiative will greatly enhance the ability of teachers receiving additional certifications by eliminating obstacles such as lack of academic universities and lack of funding to pay for them.

By obtaining the SFDR EEIP Initiative, this will also greatly improve the pool of candidates, because staff members will then have the ability to work in cohorts, which in turn will help teachers collaborate while they are enhancing their career. These academies will function as programs that create an assortment of career pathways. What follows are some of the academies we will create:

Master Teacher Academy:
Classroom teachers will have opportunities to enhance their teaching career by attending the Master Teacher Academy. Classroom teachers will go through a selection process at the campus level. When selected, they will join a cohort of district candidates who will attend intensive training, such as the following:

- Classroom Management
- Delivery of Instruction
- Content Knowledge
- Data Disaggregation

Instructional Coach Academy:
Master Teachers who are interested in taking the first step into administration will attend this academy. Master Teachers will go through a selection process at the district level. When selected, they will join a cohort of candidates who will attend intensive training, such as the following:

- Instructional Specialist
- Mentoring
- Coaching
- Modeling

Assistant Principal Academy:
Interested Master Teachers and Instructional Coaches would go through a selection process that helps the District create a pool of candidates to become the future principals of the District. When selected, they would join a cohort of candidates that would go through intensive training, such as the following:

- Instructional Management - to understand how to run a campus, which would include facilities, maintenance, schedules, discipline, and other managerial tasks.

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- School/Organizational Climate – to help candidates with the knowledge of how to promote positive and caring climate for learning, and how to effectively communicate with students, staff, parents, and the community.

- Instructional Leadership - to help them understand the importance of curriculum and instruction, how to perform effective evaluations and walkthroughs, and how to give positive coaching and feedback. Also, this would include participation in the development and evaluation of innovative instructional programs, which in turn will help teachers initiate and implement excellent instructional practices.

Principal Academy:
District assistant principals would go through a selection process to form a cohort of assistant principals that are willing to take on the next challenge of becoming Campus Principals. Once again, when selected they will go through an extensive training, such as the following (in addition to the required elements of the Assistant Principal Academy):

- Monitoring the instructional processes to ensure that the Planning Protocol is initiated and fully implemented at the campus level.

- Ensure that program outcomes are productive and use strategies to take corrective actions when necessary.

- Assessing individual and group needs of students based upon available and continuous data.

- Ensure that instructional needs are met for all students.

- Developing and setting annual campus performance objectives for each of the Academic Excellence Indicators using the campus planning process.

- Greater understanding of the District curriculum, effective teaching strategies, data disaggregation, and formal and informal evaluations.

District personnel will have online and face-to-face courses to take within each of these academies, and will have to demonstrate competence in each pedagogical area as determined by the instructor. In addition, the District plans to partner with a university to offer Principal, Math, Science, Special Education, and Bilingual/ESL certifications, including master's degrees. Through this grant, the District would be able to pay for the Academies, classes, certification, and master's degrees. Our goal is to improve the quality of our teachers by providing them multiple ways to expand their career pathway where the burden of the costs will be facilitated by this grant. Without grant funding, we will not be able to offer these innovative career pathways.

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2014–2016 Educator Excellence Innovation Program

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Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 233901	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

San Felipe Del Rio CISD is committed to excellence but faces challenges that impact teacher recruitment, teacher retention and teacher training in preparation and support of their commitment to be educators of students in the District. The 2014-2016 Educator Excellence Innovation Program will provide an opportunity to address some of the challenges and difficulties that San Felipe Del Rio CISD is facing. As referenced in Schedule #5 - Program Executive Summary, addressing the needs of the District will prove to be nearly impossible without the use of grant funds. Below is a brief narrative of the challenges that will be encountered by San Felipe Del Rio CISD if grant funds are not available.

San Felipe Del Rio CISD continues to have difficulty with recruitment of certified teaching personnel. The lack of a teacher mentoring program with a strong emphasis on staff development will affect the recruitment and retention of certified teaching personnel who support the academic needs of the students in the District. San Felipe Del Rio CISD currently has 28 teacher vacancies in both Elementary and Secondary campuses as well as in key, critical-need areas of Bilingual, ESL and secondary Math and Science positions. The current number of posted vacancies in our District far exceeds the surrounding area to include: Uvalde CISD with 5; Eagle Pass ISD with 10; and San Angelo ISD with only 1. Additionally, as evidenced by the most recent Texas Academic Performance Report, our District experiences a 13.4% turnover rate due in large part of the mobility with the spousal transfers due to Homeland Security transfers.

In addition to recruitment of certified personnel, San Felipe Del Rio CISD finds itself in dire need to build and strengthen the content capacity of its existing certified teachers. Providing an incentive opportunity for teaching professionals to receive additional certifications and training will increase the number of more effective, knowledgeable and qualified personnel ultimately impacting student performance. (*Building Teacher's Capacity for Success: A Collaborative Approach for Coaches and School Leaders. Hall and Simeral*)

Strong instructional leadership is the key to the success of every campus and school district. In other words, the Campus Administrator has the ability to inspire, encourage, and activate the potential and output of every single teacher on staff. Without the support of grant funds to target needed coaching and modeling practices through the use of Leadership Academies, building a strong district instructional leadership team will prove difficult and negatively impact student outcomes. (*Building Teacher's Capacity for Success: A Collaborative Approach for Coaches and School Leaders. Hall and Simeral*)

With 40% of fourth graders not reading on grade level nationwide, early literacy is the foundation for success. Historically, our District's approach to early literacy has been inconsistent. Throughout our pre-kindergarten to fifth grade campuses, varied approaches and models are currently being implemented. An aligned district model for early literacy is necessary for student success. Implementation of a district-wide early literacy model would build a solid foundation as students transition through elementary and secondary levels. Without grant funds, the necessary planning, staff development and implementation of an aligned, research based early literacy model will be difficult and inconsistent at a district-wide level.

Our diverse student populations continue to struggle academically. The increase in the diversity of learners in the classroom has created a need for staff development for teachers working with diverse learners in the classroom. Working towards the success of all students has made it necessary for additional staff development targeting differentiated and sheltered instruction. Without grant funds, the District will struggle to provide teachers with staff development needed to build capacity in the support of diverse learners in the classroom.

Diversity, both in terms of culture but also socio-economic status, in the classroom exists and must be addressed not only by providing necessary staff development for teachers working with these students but also by recruiting teachers who are specialized in working with our at risk populations such as ELLs, Special Education and migrant students. Incentives, such as stipends, will support the recruitment and retention of teachers working with at risk populations. Without grant funds, it would be difficult to recruit certified teachers in key, critical-need areas such as Math, Science, Bilingual, ESL and Special Education.

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TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following integrated timeline will be initiated in an effort to fulfill the plan for each of the following practices in the grant: Shortage of teachers, teacher certification, and development of teacher capacity, career pathways and early literacy.

April 2014
- Facilitate a plan of action for building and maintaining teacher capacity.
- Take the district planning protocol to the next level by allowing core area teachers to meet and share ideas on a regular basis and to ensure the appropriate vertical alignment.
- Select a committee for reviewing and then selecting an early literacy model for district-wide implementation.
- Select Literacy Advocates – one per elementary campus.
- Provide information to district staff on incentives available for earning additional teaching certifications.
- Campus administrators will nominate teachers for demonstration classrooms.

April 2014 – May 2016
- Participation in Job Fairs across the State to include but not limited to: Sul Ross State University – Alpine, UTSA, Texas State University, Texas A & M University @ College Station, University of Texas @ Austin, Texas A & M University @ Kingsville, Our Lady of the Lake University, and Texas A & M University @ Corpus Christi.
- Website job postings to Region XV, TASANET, TX REAP, District Offices, District Facebook, Laughlin AFB Facebook

April 2014 – August 2016
- Provide signing bonuses for hard to staff campuses, low performing campuses and critical shortage areas.
- Provide training and study manuals to assist in successful completion of additional certifications.
- Provide reimbursement for coursework leading to the successful completion of additional certifications
- Conduct mentoring activities throughout the school year and include consistent district-led staff development for all new instructional staff.
- Provide tuition reimbursement to career pathway academy members who may require course study.

May 2014
- Send notifications to alternative certification programs/universities to increase the participation and partnership between the District and alternative certification programs.
- Establish a selection process for recruiting staff interested in taking courses to receive additional certifications in critical shortage areas.
- Roll out district-wide staff development activities in support of grant activities. Staff development will follow a scheduled plan with staff development occurring on a quarterly, semester and an as needed basis as outlined by the curriculum and instruction department.
- Select a committee that will determine the selection process for participation and the requirements of each career pathway academy: master teacher, instructional coach, assistant principal and principal.
- Teacher selections made for demonstration classrooms and the orientation scheduled.

May 2014 - August 2016
- Provide instructional coaches with staff development to serve as teacher mentors for new instructional staff.

June 2014 – August 2014
- Provide staff development for implementation of the selected early literacy program.

June 2014
- Begin career pathway academies.

August 2014
- Disseminate information on the career pathway academies to district instructional staff.
- Accept and evaluate applications for career pathway academies. These academies will be set up by committees and the committee will develop a rubric to include: principal recommendation, both formal and informal PDAS evaluation, student achievement, attendance record, campus involvement, and leadership roles.

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TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SFDRCISD has taken the necessary steps to include affected personnel groups in the decision to apply for the "2014-2016 Educator Excellence Innovation Program". The commitment on the part of our District to include all affected personnel groups in the decision making process is documented as follows:

The District administration presented information on the "2014-2016 Educator Excellence Innovation Program" to the School Board of Trustees at the regular scheduled Board meeting on December 16, 2013. Approval to move forward with the grant application process was granted by a unanimous vote of the School Board of Trustees at this meeting.

On December 18, 2013 the District Administration met with the District Planning and Decision Making Committee, the committee consists of: professional staff, non-professional, community and business members, parents, and administrators, to inform them of the District's intent to apply for the "2014-2016 Educator Excellence Innovation Program". The DPDMC was provided an overview of the grant and a second meeting was scheduled on January 14, 2014.

Administration met on January 7, 2014 with all campus leadership teams to inform them of the District's decision to apply for the "2014-2016 Educator Excellence Innovation Program". All campus leadership teams were provided information on the grant process. Campus leadership teams met with their individual campus staff.

A meeting of the DPDMC was held on January 14, 2014, where committee members actively participated in the development and refinement of the grant.

The SFDR EEIP initiative will be defined by the following parameters: decisions will be based on the best interest of the all students; continue to recruit the highest quality staff; support and require ongoing job embedded staff development at all levels; always be responsive to the diversity of our staff, students, and parents that support the mission and strategies.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A meeting was held on January 7, 2014 with all campus administrators of the District. Campus leadership teams were informed of the District's decision to apply for the "2014-2016 Educator Excellence Innovation Program". Campus leadership teams met with their respective campuses to review and provide information to campus staff on the grant. Opportunity was given to each campus staff member to address questions regarding the grant.

Our District has 8 elementary campuses (1 Prekindergarten, 7 grades K-5), 2 middle school campuses, 1 freshman center and 1 high school. Participation in the grant was endorsed by each individual campus. Leadership teams from each school met with their staff and the majority voted to participate.

PARTICIPATION IN THE GRANT WILL BE DISTRICT WIDE.